Developing Effective Tier 2 & Tier 3 RTI Reading Interventions: Guidelines for Schools

Jim Wright
www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/CCIRA
Response to Intervention

**Challenge 1:** Where can a school find ‘evidence-based’ reading programs for Tier 2/3?

**Challenge 2:** What are the important quality indicators to assess a Tier 2/3 RTI reading intervention?

**Challenge 3:** How can schools measure the ‘intervention integrity’ of a Tier 2/3 reading intervention?

**Challenge 4:** How can schools find & use schoolwide screening tools to identify students for Tier 2/3 interventions?

**Challenge 5:** How can schools efficiently place students in appropriate Tier 2/3 reading services?

**Challenge 6:** What developments in Tier 2/3 interventions can help students use skills independently?

www.interventioncentral.org
Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive

2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains”

3. “Ongoing monitoring of student progress”

4. “Employment of more intensive or different interventions when students do not improve in response” to lesser interventions

5. “Evaluation for special education services if students do not respond to intervention instruction”

Response to Intervention

RTI ‘Pyramid of Interventions’

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2: Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions. Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.
RTI Support: Tier 1 Core Instruction

- Tier 1 core instruction is considered to be ‘universal’ because all students receive it and benefit from it.
- Core instruction should include the elements of ‘explicit instruction’, a structured method for instructional delivery that is more likely to be effective with struggling students.
- To judge whether core instruction is adequate, RTI schools use screening instruments (e.g., reading fluency & comprehension probes) to assess classwide performance three times yearly. If at least 80 percent of students attain or exceed the screener’s performance benchmark, core instruction is considered to be adequate.


RTI Support: Tier 1 (Classroom) Intervention

Tier 1 interventions are intended for ‘red flag’ students who struggle in the content area(s) and require additional individualized teacher support during core instruction. To successfully implement Tier 1 interventions, a teacher will need:

- Clear criteria to identify Tier 1 intervention students (e.g., students who are failing the course on a 5-week grade report).
- Research-based strategies to address the student’s academic (and perhaps motivational) deficits.
- A streamlined form to document the Tier 1 intervention plan.
- The ability to collect and interpret classroom data to judge whether the Tier 1 intervention is working.
- Guidelines for how long to implement the Tier 1 intervention before seeking additional RTI help for the student.

RTI Support: **Tier 2/3 Supplemental Interventions**

- Tier 2/3 interventions SUPPLEMENT core instruction.

- Students are identified for Tier 2/3 services based on objective data sources such as universal screeners that allow the school to predict each student’s degree of ‘risk’ for academic failure.

- In a typical school, 10-15% of students may require Tier 2 interventions in a given academic area. About 1-5% of students may need more intensive Tier 3 interventions.

- Interventions at Tier 2 are monitored at least twice per month. Interventions at Tier 3 are monitored weekly.

- Each Tier 2/3 intervention should last at least 6-8 instructional weeks.


www.interventioncentral.org
RTI Support: Tier 2/3 Supplemental Interventions

Each Tier 2/3 intervention plan shows evidence that:

- Instructional programs or practices are ‘evidence-based’.
- The intervention has been selected because it logically addresses the area(s) of academic deficit for the target student.
- The student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students; Tier 3 up to 3 students. NOTE: The instructional ratio for students engaged in computer-delivered Tier 2/3 instruction is 1:1.
- Students enrolled in the Tier 2/3 intervention group have the same shared intervention need(s).
- The intervention provides contact time adequate to the student academic deficit. Tier 2 interventions occur a minimum of 3 times per week in sessions of 30 mins or more; Tier 3 interventions occur daily in sessions of 30 mins or more (Burns & Gibbons, 2008).

## Levels of Intervention: Tiers 1, 2 & 3

<table>
<thead>
<tr>
<th>Tier 1: Universal</th>
<th>Tier 2: Individualized</th>
<th>Tier 3: Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>~15%</td>
<td>~1-5%</td>
</tr>
</tbody>
</table>

![Diagram showing levels of intervention tiers](www.interventioncentral.org)
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)
Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.
Common Core State Standards: Supporting Different Learners in Reading

“The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom.”

Common Core State Standards:
Supporting Different Learners in Reading

“...It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.”

Challenge 1: Where can a school find ‘evidence-based’ reading programs for Tier 2/3?

p. 7
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
HELPS Program: Reading Fluency

www.helpsprogram.org

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.
Where to Find High-Quality Intervention Programs
What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in mathematics, as well as other academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.
Best Evidence Encyclopedia

http://www.bestevidence.org/

This site provides reviews of evidence-based math and reading programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
Sponsored by the National Center on RTI, this page provides ratings to intervention programs in math, reading, and writing.

Users can sort their search by subject and grade level.
Doing What Works

This website is sponsored by the U.S. Department of Education and offers specific guidelines for how to teach effectively across disciplines.

The site has a section devoted to math and science, including pragmatic recommendations for putting into classroom practice the specific recommendations of the National Math Advisory Panel Report of 2008.
**Challenge 2:** What are the important indicators to assess the quality of a Tier 2/3 RTI reading intervention?
Critical RTI Elements: A Checklist pp. 2-6

This checklist allows schools to evaluate the quality of RTI elements, including Tier 2/3 supplemental intervention services.

```
<table>
<thead>
<tr>
<th>Tier 1: High-Quality Core Instruction</th>
<th>Adequately Documented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Yes</td>
<td></td>
</tr>
<tr>
<td>[ ] No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 1: Classroom Intervention</th>
<th>Adequately Documented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Yes</td>
<td></td>
</tr>
<tr>
<td>[ ] No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 1: Intervention Integrity</th>
<th>Adequately Documented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Yes</td>
<td></td>
</tr>
<tr>
<td>[ ] No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 1: Decision Point: Teacher Consultation/Team Meeting</th>
<th>Adequately Documented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Yes</td>
<td></td>
</tr>
<tr>
<td>[ ] No</td>
<td></td>
</tr>
</tbody>
</table>
```
RTI Tier 2/3 Interventions: Quality Indicators

Tier 2/3 Interventions: Minimum Number & Length. The student’s cumulative RTI information indicates that an adequate effort in the general-education setting has been made to provide supplemental interventions at Tiers 2 & 3. The term ‘sufficient effort’ includes the expectation that within the student’s general education setting:

- A minimum number of separate Tier 2/3 intervention trials (e.g., three) are attempted.
- Each intervention trial lasts a minimum period of time (e.g., 6-8 instructional weeks).
RTI Tier 2/3 Interventions: Quality Indicators

Tier 2/3 Interventions: Essential Elements. Each Tier 2/3 intervention plan shows evidence that:

1. Instructional programs or practices used in the intervention meet the district’s criteria of ‘evidence-based.’

2. The intervention has been selected because it logically addressed the area(s) of academic deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency).
RTI Tier 2/3 Interventions: Quality Indicators

Tier 2/3 Interventions: Essential Elements (Cont.). Each Tier 2/3 intervention plan shows evidence that:

3. If the intervention is group-based, all students enrolled in the Tier 2/3 intervention group have a shared intervention need that could reasonably be addressed through the group instruction provided.

4. The student-teacher ratio in the group-based intervention provides adequate student support. NOTE: For Tier 2, group sizes should be capped at 7 students. Tier 3 interventions may be delivered in smaller groups (e.g., 3 students or fewer) or individually.
RTI Tier 2/3 Interventions: Quality Indicators

Tier 2/3 Interventions: Essential Elements (Cont.). Each Tier 2/3 intervention plan shows evidence that:

5. The intervention provides contact time adequate to the student academic deficit. NOTE: Tier 2 interventions should take place a minimum of 3 times per week in sessions of 30 minutes or more; Tier 3 interventions should take place daily in sessions of 30 minutes or more (Burns & Gibbons, 2008).
Caution About Middle/High School Tier 2 Standard-Protocol Interventions: Avoid the ‘Homework Help’ Trap

• Tier 2 group-based or standard-protocol interventions are an efficient method to deliver targeted academic support to students (Burns & Gibbons, 2008).

• However, students should be matched to specific research-based interventions that address their specific needs.

• RTI intervention support in secondary schools should not take the form of unfocused ‘homework help’.
Using Non-Instructional Personnel as Interventionists

“Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model…Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional.”

Scheduling Elementary Tier 2/3 Interventions

Option 3: **Floating RTI**: Gradewide Shared Schedule. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

**Anyplace Elementary School: RTI Daily Schedule**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>1</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>2</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>3</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>4</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>5</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

**Tier 2/3 Interventions: Scheduling Strategies**

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide RTI Period.</strong> The school sets aside one period per day (e.g., 35-45 minutes) during which all students have the opportunity to receive appropriate academic support. Tier 2/3 students are provided with interventions during this period. Non-RTI students may use this time as a study hall or for other academically relevant activities.</td>
<td>Ideas for scheduling a schoolwide RTI period: (1) Trim a brief amount of time (e.g., 5 minutes) from each class period in the daily schedule to free up time for a stand-alone period. (2) In schools whose staff by contract must report before students or remain for a period after student dismissal each day, the school might lengthen the student day to overlap with the additional AM or PM staff time, perhaps freeing up at least some of the minutes needed to cobble together an RTI period.</td>
</tr>
</tbody>
</table>
## Tier 2/3 Interventions: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zero Period.</strong> The school creates an optional period before the official start of the school day. During that ‘zero period’, students can elect to take core or elective courses. Those students needing RTI support can take an essential class during zero period, freeing up a time-slot during the school day to receive their RTI assistance.</td>
<td>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these course entail additional work and potential inconvenience—including an earlier wake-up time and home responsibility for transportation.</td>
</tr>
</tbody>
</table>
## Tier 2/3 Interventions: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Course with Extended Time.</strong></td>
<td>Students placed in an extended-time core course (two class periods) may have to give up or postpone the opportunity to take another course.</td>
</tr>
<tr>
<td>The school creates two-period sections of selected core-area classes (e.g., English, Introductory Algebra). Students are recruited for these extended-time sections who need additional time to master course concepts and/or complete assigned work. The two-period course allows the teacher time to provide core instruction and provide supplemental interventions in such areas as literacy.</td>
<td>The extended-time course can be made more effective if the school can assign additional staff (e.g., co-teacher; trained paraprofessional) to push into the setting for at least part of the class to provide individualized support.</td>
</tr>
</tbody>
</table>
Tier 2/3 Interventions: Scheduling Strategies

Study Hall Schedule Coordinated with RTI Services. Using academic screening and/or archival records, the school identifies students who require RTI support. These students are scheduled as a bloc in a common study hall. The school then schedules RTI services at the same time as the study hall. Reading teachers, other trained interventionists, and/or tutors run short-term (5-10 week) Tier 2/3 group or individual sessions.

Students are recruited from the study hall and matched to the appropriate RTI service based on shared need. They are discharged from the RTI service and rejoin the study hall if they show sufficient improvement. (NOTE: If the study hall meets daily, students in RTI groups who are in less-intensive interventions may be scheduled for alternate days between study hall and RTI groups.)

This model is fluid: After each 5-10 week period, new RTI groups or tutoring assignments can be created, with students again being matched to these services based on need.
## Tier 2/3 Interventions: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Recovery.</strong> A school that has access to online ‘credit recovery’ courses offers a struggling student the option to take a core course online (via credit recovery) on his or her own time. This option frees up a time-slot during the school day for that student to get RTI assistance.</td>
<td>The credit-recovery option requires that a student be self-motivated and willing to take on extra work in order to access RTI help. While this option may be a good fit for some students, many may lack the motivation and skill-set necessary for success in an online course taken outside of the school day.</td>
</tr>
</tbody>
</table>
Challenge 3: How can a school measure the integrity of a particular Tier 2/3 reading intervention?

pp. 16-22
RTI Tier 2/3 Interventions: Quality Indicators

Tier 2/3 Interventions: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about:

- Frequency and length of intervention sessions.
- Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.
Assessing Intervention Integrity
Why Assess Intervention Integrity?

When a struggling student fails to respond adequately to a series of evidence-based interventions, that student is likely to face significant and potentially negative consequences, such as failing grades, long-term suspension from school, or even placement in special education.

It is crucial, then, that the school monitor the integrity with which educators implement each intervention plan so that it can confidently rule out poor or limited intervention implementation of the intervention as a possible explanation for any student’s ‘non-response’.
Intervention Integrity Check: Direct Observation

Intervention integrity is best assessed through direct observation (Roach & Elliott, 2008).

- The key steps of the intervention are defined and formatted as an observational checklist.
- An observer watches as the intervention is conducted and checks off on the checklist those steps that were correctly carried out. The observer then computes the percentage of steps correctly carried out.
Limitations of Direct Observation as an Intervention Integrity Check

- Direct observations are time-consuming to conduct.
- Teachers who serve as interventionists may at least initially regard observations of their intervention implementation as evaluations of their job performance, rather than as a child-focused RTI “quality check”.
- An intervention-implementation checklist typically does not distinguish between—or differentially weight—those intervention steps that are more important from those that are less so. If two teachers implement the same 10-step intervention plan, for example, with one instructor omitting a critical step and the other omitting a fairly trivial step, both can still attain the same implementation score of steps correctly completed.

### Response to Intervention

Each Step 'Yes/No' Step-by-Step Intervention Check

<table>
<thead>
<tr>
<th>Intervention Check</th>
<th>Intervention Preparation Steps: Describe any preparation (creation of purchase of materials, staff training, etc.) required for this intervention.</th>
<th>Negotiable? (Hawkins et al., 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This step took place</td>
<td></td>
<td>Non-Negotiable Step</td>
</tr>
<tr>
<td>Y___ N___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td></td>
<td>Non-Negotiable Step</td>
</tr>
<tr>
<td>Y___ N___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td></td>
<td>Non-Negotiable Step</td>
</tr>
<tr>
<td>Y___ N___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td></td>
<td>Non-Negotiable Step</td>
</tr>
<tr>
<td>Y___ N___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td></td>
<td>Non-Negotiable Step</td>
</tr>
<tr>
<td>Y___ N___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td></td>
<td>Non-Negotiable Step</td>
</tr>
<tr>
<td>Y___ N___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intervention Script Builder

www.interventioncentral.org
Supplemental Methods to Collect Data About Intervention Integrity

Teacher Self-Ratings: As a form of self-monitoring, directing interventionists to rate the integrity of their own interventions may prompt higher rates of compliance (e.g., Kazdin, 1989). However, because teacher self-ratings tend to be ‘upwardly biased (Gansle & Noell, 2007, p. 247), they should not be relied upon as the sole rating of intervention integrity. One suggestion for collecting regular teacher reports on intervention implementation in a convenient manner is to use Daily Behavior Reports (DBRs; Chafouleas, Riley-Tillman, & Sugai, 2007).

Sources:
## Teacher Intervention Integrity Self-Rating

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Somewhat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fully</td>
</tr>
</tbody>
</table>

---

**Intervention Contact Log**

- Staff Member(s) Implementing Intervention: 
- Classroom/Location: 
- Intervention Description: 

| Students Attending: | 
|---|---|---|---|---|---|---|---|---|---|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 
| Date: | Time Start: : | Time End: : | 
- To what degree were you able to carry out the intervention as designed? Comments: 
- Date: Time Start: : Time End: : Students Attending: 

---

www.interventioncentral.org 46
Supplemental Methods to Collect Data About Intervention Integrity

Intervention Permanent Products: If an intervention plan naturally yields permanent products (e.g., completed scoring sheets, lists of spelling words mastered, behavioral sticker charts), these products can be periodically collected and evaluated as another indicator of intervention integrity (Gansle & Noell, 2007).

Source:
Intervention Integrity: Verify Through a Mix of Information Sources

Schools should consider monitoring intervention integrity through a mix of direct and indirect means, including direct observation and permanent products (Gansle & Noell, 2007), as well as interventionist self-ratings (Roach & Elliott, 2008).

Source:
**Challenge 4:** How can schools find & use schoolwide literacy screening measures to identify students whose level of ‘reading risk’ requires Tier 2/3 intervention support?
Big Ideas in Reading

1. "Phonemic Awareness: The ability to hear and manipulate sounds in words.

2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

3. Fluency with Text: The effortless, automatic ability to read words in connected text.

4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Educational Decisions and Corresponding Types of Assessment

- **SCREENING/BENCHMARKING DECISIONS**: Tier 1: Brief screenings to quickly indicate whether students in the general-education population are academically proficient or at risk.

- **PROGRESS-MONITORING DECISIONS**: At Tiers 1, 2, and 3, ongoing ‘formative’ assessments to judge whether students on intervention are making adequate progress.

- **INSTRUCTIONAL/DIAGNOSTIC DECISIONS**: At any Tier, detailed assessment to map out specific academic deficits, discover the root cause(s) of a student’s academic problem.

- **OUTCOME DECISIONS**: Summative assessment (e.g., state tests) to evaluate the effectiveness of a program.

Building-Wide Screening: Assessing All Students
(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

• Schools should consider using ‘curriculum-linked’ measures such as Curriculum-Based Measurement that will show generalized student growth in response to learning.

• If possible, schools should consider avoiding ‘curriculum-locked’ measures that are tied to a single commercial instructional program.

Applications of Screening Data (Stewart & Silberglit, 2008)

Screening data can be used to:

• Evaluate and improve the current core instructional program.

• Allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

• Guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

• Set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Response to Intervention

Clearinghouse for RTI Screening and Progress-Monitoring Tools

- The National Center on RTI (www.rti4success.org) maintains pages rating the technical adequacy of RTI screening and progress-monitoring tools.

- Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Reliability of the Performance Level Score</th>
<th>Reliability of the Slope</th>
<th>Validity of the Performance Level Score</th>
<th>Predictive Validity of the Slope of Improvement</th>
<th>Alternate Forms</th>
<th>Sensitive to Student Improvement</th>
<th>End-of-Year Benchmarks</th>
<th>Rates of Improvement Specified</th>
<th>Norms Disaggregated for Diverse Populations</th>
<th>Disaggregated Reliability and Validity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td>Math</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>No</td>
<td>●</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Oral Reading</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>No</td>
<td>●</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Naming Fluency</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>No</td>
<td>●</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Sound Fluency</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>No</td>
<td>●</td>
</tr>
</tbody>
</table>
Selecting Performance ‘Cut-Points’ for Tier 2/3 Services: Example using EasyCBM Norms

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Passage Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Wint</td>
</tr>
<tr>
<td>10th</td>
<td>31</td>
<td>64</td>
</tr>
<tr>
<td>20th</td>
<td>51</td>
<td>81</td>
</tr>
<tr>
<td>50th</td>
<td>83</td>
<td>114</td>
</tr>
<tr>
<td>75th</td>
<td>108</td>
<td>147</td>
</tr>
<tr>
<td>90th</td>
<td>138</td>
<td>173</td>
</tr>
</tbody>
</table>

Estimating Student Rate of Improvement: What Are the Relative Advantages of National vs. Local Growth Norms?

- National (Research-Derived) Growth Norms: Provide a general estimate of the expected academic growth of a ‘typical’ student that can be applied across many academic settings. However, these norms may not be representative of student performance at a particular school.

- Local Growth Norms: Provide an estimate of typical growth for students within a particular school’s population. This provides insight into current levels of student achievement and the effectiveness of instruction in that building. However, these results cannot easily be applied to other dissimilar academic settings.
Middle and High School: Debate About the Utility of Basic Academic Screening Tools

“At middle and high school... academic deficits are well established. ... at middle and high school, it no longer makes sense to allocate scarce resources to screening for the purpose of identifying students at risk for academic failure. It makes more sense to rely on teacher nomination or existing assessment data to identify students with manifest academic difficulties...”

“...One way I have used the Maze in the past at the secondary level, is as a targeted screener to determine an instructional match between the student and the text materials. By screening all students on one to three Maze samples from the text and/or books that were planned for the course, we could find the students who could not handle the materials without support (study guides, highlighted texts, alternative reading material). ...This assessment is efficient and it seems quite reliable in identifying the potential underachievers, achievers, and overachievers. The real pay back is that success can be built into the courses from the beginning, by providing learning materials and supports at the students' instructional levels.”

Lynn Pennington, Executive Director, SSTAGE
(Student Support Team Association for Georgia Educators)
Creating a School-Wide Screening Plan:

Recommendations

1. Analyze your student demographics and academic performance and select academic screeners matched to those demographics.

2. Consider piloting new screening tools (e.g., at single grade levels or in selected classrooms) before rolling out through all grade levels.

3. [For secondary schools] Create a plan to review at least quarterly existing data (e.g., grades, attendance, behavior) to identify students at risk.
Creating a School-Wide Screening Plan:
Recommendations (Cont.)

4. Ensure that any discussion about grade- or school- or district-wide adoption of RTI screening tools includes general education and special education input.

5. When adopting a screening tool, inventory all formal assessments administered in your school. Discuss whether any EXISTING assessments can be made optional or dropped whenever new screening tools are being added.

6. If possible, use screening tools found by the National Center on RTI to have ‘technical adequacy’.
# Response to Intervention

<table>
<thead>
<tr>
<th>Reading 'Big Idea' (U of Oregon)</th>
<th>Sample Benchmarking/Progress-Monitoring Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Phonemic Awareness: The ability to hear and manipulate sounds in words.”</td>
<td>• Letter-Naming Fluency (DIBELS)</td>
</tr>
<tr>
<td></td>
<td>• Initial Sound Fluency (DIBELS)</td>
</tr>
<tr>
<td></td>
<td>• Phoneme Segmentation Fluency (DIBELS)</td>
</tr>
<tr>
<td>“Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words”</td>
<td>• Nonsense Word Fluency (DIBELS)</td>
</tr>
<tr>
<td>“Fluency with Text: The effortless, automatic ability to read words in connected text.”</td>
<td>• Oral Reading Fluency (DIBELS)</td>
</tr>
<tr>
<td>“Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”</td>
<td>• Maze Passages (AimsWeb)</td>
</tr>
</tbody>
</table>

SOURCE: University of Oregon: http://reading.uoregon.edu/big Ideas/trial_bi_index.php
Challenge 5: How can schools efficiently identify students who need supplemental reading interventions and place them in Tier 2/3 services?
RTI: Creating a Data Analysis Team to Manage Tier 2.3 Services
The Data Analysis Team (DAT) is the gatekeeper for Tier 2/3 services.

The DAT meets at least 3 times per year, after fall, winter, and spring schoolwide academic screenings, to review screening results and to select students for Tier 2/3 intervention services.

Optionally, the DAT also meets periodically between screenings (e.g., once per month) to review the progress of students on Tier 2/3 intervention. If appropriate, students can be moved into, across, and out of Tier 2/3 groups between screenings if the data support such moves.
Data Analysis Team: Objectives

The DAT’s objectives during fall/winter/spring reviews of screening data are to:

1. Review with classroom teachers whether at least 80% of students reached benchmark/proficiency.
2. Brainstorm core instructional strategies that can help to address patterns of weakness found at the Tier 1 group level.
3. Sort students found to be at risk into several groups:
   - Mild risk: Classroom teacher can provide interventions and progress-monitor at Tier 1.
   - Moderate risk: Student is placed in supplemental (Tier 2) intervention.
   - More severe risk: Student is placed in supplemental (Tier 3) intervention.
Core members serving on the DAT should be knowledgeable about:

- The interpretation of RTI screening and progress-monitoring data.
- The range of Tier 2 programs/groups in the school (and any available slots within those programs/groups).
- The setting of academic performance goals for individual students.
- Strong instructional practices that support groups (core instruction) and individual students (classroom or supplemental intervention).
Data Analysis Team: Data Preparation

In preparation for a DAT screening data meeting (Fall, Winter, Spring):

- Building-wide screening data are entered into electronic format to facilitate storage and retrieval (e.g., Excel spreadsheet, RTI-M Direct, AIMSWeb).
- Reports are generated listing students at risk (below benchmark)—organized by ‘strategic’ (moderate risk) and ‘intensive’ (higher risk).
- Copies of benchmark criteria (e.g., DIBELS NEXT) are brought to the DAT meeting.
## Third Grade Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score Level</th>
<th>Likely Need for Support</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>220 +</td>
<td>285 +</td>
<td>330 +</td>
</tr>
<tr>
<td></td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>180 - 219</td>
<td>235 - 284</td>
<td>280 - 329</td>
</tr>
<tr>
<td></td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 179</td>
<td>0 - 234</td>
<td>0 - 279</td>
</tr>
<tr>
<td>DORF</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>70 +</td>
<td>86 +</td>
<td>100 +</td>
</tr>
<tr>
<td></td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>55 - 69</td>
<td>68 - 85</td>
<td>80 - 99</td>
</tr>
<tr>
<td></td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 54</td>
<td>0 - 67</td>
<td>0 - 79</td>
</tr>
<tr>
<td>DORF</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>95% +</td>
<td>96% +</td>
<td>97% +</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>89% - 94%</td>
<td>92% - 95%</td>
<td>94% - 96%</td>
</tr>
<tr>
<td></td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0% - 88%</td>
<td>0% - 91%</td>
<td>0% - 93%</td>
</tr>
</tbody>
</table>
Data Analysis Team: Structure of Screening Data Meetings

During screening data meetings, the DAT meets with teams of grade-level teachers to:

- systematically look at the impact of core instruction (goal: at least 80 percent of students reaching the screening benchmark)
- offer recommendations for classroom instructional practice to boost student performance at Tier 1
- identify those students who need supplemental (Tier 2) intervention services.

Data Analysis Team: Structure of Screening Data Meetings

Data Analysis for Instructional Decision Making: Team Process

Part I. Initial/Fall Goal Setting and Instructional Planning Session

Before the data team meeting:
- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., 4Sight Proficiency graph, DIBELS histogram, PVAAS).
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal/designee.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Procedure</th>
<th>Typical Prompts</th>
<th>Record Keeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the meeting: Team uses district-provided data sets.</td>
<td>Team is provided with data to be analyzed.</td>
<td>Data sets in question (e.g., DIBELS histogram, 4Sight Proficiency graph, PVAAS grade level report). Use formats without student names.</td>
<td></td>
</tr>
<tr>
<td>Team identifies current performance of grade-level cadre (particularly to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year)</td>
<td>Facilitator: “Let’s analyze how our students are doing on (benchmark skill).”</td>
<td>Summarize salient data on the Screening and Intervention Record Form (SIFR).</td>
<td></td>
</tr>
<tr>
<td>DIBELS or other ORF measure (% at benchmark [low risk], % strategic [some risk], % intensive [high risk]) 4Sight, % Advanced + Proficient, % Basic, % Below Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team sets a measurable goal or goals to achieve by the next review point.</td>
<td>“What goal(s) shall we aim for by our next review point?”</td>
<td>Record measurable goal(s) in correct format on SIFR.</td>
<td></td>
</tr>
<tr>
<td>• Goal should be stated in terms of % of students making x (give a number) progress toward identified benchmark.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Example: “By _____, _____% of students will attain the benchmark of _____ or above.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• For 4Sight, % of students scoring Advanced or Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Challenge 6: What are new developments in Tier 2/3 reading interventions that can help students to develop and use reading skills independently?
Tier 2/3 Interventions & Student Responsibility

- As students move through the grades, teachers increasingly expect them to become effective managers of (and advocates for) their own learning.

- A ‘growth’ area for Tier 2/3 interventions at the middle and high school levels is to train students to self-administer intervention strategies.

- The teacher’s role then shifts from ‘interventionist’ to ‘intervention coach’.
‘Academic Enabler’ Skills: Why Are They Important?

Student academic success requires more than content knowledge or mastery of a collection of cognitive strategies. Academic accomplishment depends also on a set of ancillary skills and attributes called ‘academic enablers’ (DiPerna, 2006). Examples of academic enablers include:

- Reading ‘fix-up’ skills
- Study skills
- Homework completion
- Cooperative learning skills
- Organization
- Independent seatwork

• Promoting Understanding & Building Endurance through Reading-Reflection Pauses (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every five minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.

Audio Files in MP3 Format for Student Self-Monitoring (e.g., for Reading Comprehension Checks)
http://www.interventioncentral.org/free-audio-monitoring-tapes

Intervention Central hosts a collection of 10 fixed-interval audio tapes in MP3 format with time intervals ranging from 10 seconds to 5 minutes. Monitoring tapes like these can be used by students to monitor their use of academic or behavioral intervention strategies (e.g., reading comprehension fix-up skills).
Student as Interventionist: Tier 2 Case Example

Fact-Finding

• A reading teacher at a middle school, Mrs. Chappel, meets with Sabrina, a student who was flagged as being ‘at some risk’ in reading comprehension during a recent schoolwide screening.

• During this intake conference, Mrs. Chappel notes in conversation with Sabrina that the student appears to lack systematic skills in monitoring her comprehension of texts while reading.

• A follow-up discussion with Sabrina’s instructional team supports this view of the student as failing to closely monitor her understanding of texts.
Response to Intervention

Student as Interventionist: Tier 2 Case Example

Preparation

• Mrs. Chappel decides to train Sabrina to self-monitor her reading comprehension using Reading-Reflection Pauses (Hedin & Conderman, 2010).

• The reading teacher contacts the Technology Department and is loaned an inexpensive MP3 player for the student’s use.

• Mrs. Chappel downloads a free MP3 audio file for self-monitoring (with 5-minute fixed-interval tones) from Intervention Central (www.interventioncentral.org).

• The reading teacher also creates a simple checklist of reading fix-up strategies for Sabrina’s use.
Student as Interventionist: Tier 2 Case Example

Training

• Mrs. Chappel meets with Sabrina for 4 20-minute sessions. During those sessions, she:
  – shows Sabrina how to use the MP3 player to play the self-monitoring audio tape.
  – trains the student in the reading reflection pause strategy (i.e., to stop every 5 minutes in her independent reading as signaled by the tone to monitor her understanding of the text and to apply fix-up skills from her checklist if needed).
  – helps the student to develop guidelines to judge when to use the strategy with difficult texts.
Student as Interventionist: Tier 2 Case Example

Implementation

• Mrs. Chappel checks in with Sabrina weekly about her use of the self-monitoring strategy. In these check-ins, the teacher gives the student a short sample passage and has her demonstrate the strategy (intervention integrity check).

• The reading teacher also directs Sabrina to keep a log recording the dates, time-spans, and text titles used in this intervention (indirect measure of intervention integrity).

• Mrs. Chappel suggests to Sabrina’s teachers that they identify for the student any reading assignments that should be read using the reading reflection-pause strategy.
Outcomes

- After 4 weeks of Sabrina’s using the strategy, Mrs. Chappel judges that the student is ready to discontinue use of the self-monitoring tape.

- Sabrina continues to use the reading reflection-pause strategy, with the new goal of pausing at least 4-5 times during a reading session.

- Both Sabrina and her classroom teachers report that she appears to have greater understanding of her reading and displays greater confidence in class.

- Based on this positive outcome, Mrs. Chappel discontinues her sessions with Sabrina.